

## Developmental Disabilities



FAMILY AND COMMUNITY SERVICES

# Children's Services

## Children's Benefit Package Redesign

The following information is an overview of the redesigned Medicaid system of services for children with developmental disabilities.

The goal of the redesigned system is to offer an array of benefits to address the needs of children with developmental disabilities - an array of services that is mutually supported by the state, the provider community, and families.

In the new system, benefits are delivered via two 'Pathways'. The 'Traditional Pathway' benefit package strives to offer a balance between services and supports - promoting skill development through treatment methods that are evidenced-based and through natural learning from integration in the community.

Families can now choose to 'self-direct services' for their child by following the 'Family-Directed Pathway' to services.

For more information, please see the website in the bottom of this page.

### How it works...

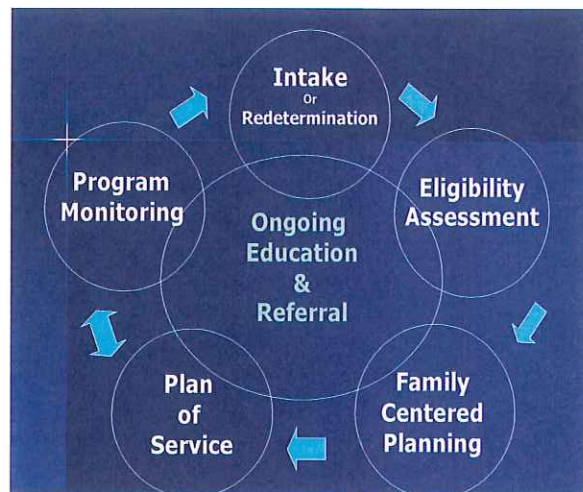
Family and Community Services (FACS) staff will be your intake contact and will request information needed to determine eligibility.

An Independent Assessor will determine eligibility for services and assign a budget.

Once eligibility and a budget has been established, a plan developer will take a thorough inventory of your needs and desires for your child and develop, with your input, a plan of service based on those needs and desires.

Adjustments to the plan of service will be made as needed.

Orientation and ongoing education will be provided to help make decisions on services and supports.



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#### Check out our website at:

[www.redesignforchildren.medicaid.idaho.gov](http://www.redesignforchildren.medicaid.idaho.gov)

#### for more information on:

- Eligibility Information
- Intake Information and Application
- Services and Supports
- Family-Directed Services Pathway

# INTRODUCTION

**The next several pages highlight Medicaid services available to children with developmental disabilities.** Complete descriptions of services can be found in IDAPA 16.03.10, "Medicaid Enhanced Plan Benefits".

All children that meet the eligibility criteria for a developmental disability will qualify for the services and supports described on pages 2 and 3 referred to as **State Plan Services - Home and Community Based Services (HCBS)**; Respite, Habilitative Supports and Family Education. Page 4 and 5 describes services and supports that children who meet 'Institutional Level of Care' will qualify for. These services are referred to as **Waiver Services**; Habilitative Intervention, Family Training, Interdisciplinary Training, Therapeutic Consultation, and Crisis Intervention.

Additionally, all children with developmental disabilities are eligible for Occupational, Physical and Speech Language Therapy Services and other Medicaid medical services. These services are not included in your child's 'budget'.

## STATE PLAN - HCBS SERVICES

### Respite

**Respite** provides supervision to a child on an intermittent or short-term basis because of the need for relief of the primary unpaid caregiver.

Respite may be used on a regular basis to provide relief to the caregiver and is available during a family emergency or crisis.

**Respite cannot be:**

- Used as payment for room and board
- Used with paid caregivers
- Delivered in order to allow the parent to work
- Used for over 14 consecutive days
- Provided at the same time as other Medicaid services

**Group Ratio**

**Center-based:** a minimum of one staff to every six children.

**Community-based:** a minimum of one staff to every three children.

Staff to child ratio shall be adjusted according to the number of children in the group with significant functional impairments or behavioral issues.

Respite can be provided in the child's home, the private home of a respite provider, at a DDA, or in the community.

Respite services may be provided by a DDA or by an independent respite provider. An independent respite provider is an individual who has entered into a provider agreement with the Department.

**Qualifications:**

- At least sixteen years of age when employed by a DDA; **or** at least eighteen years of age and be a high school graduate (or GED) to act as an independent respite provider;
- Meet the qualifications prescribed for the type of services to be rendered;
- Have received instructions in the needs of the child who will be provided the service; and demonstrate the ability to provide services according to a plan of service; and



# STATE PLAN - HCBS SERVICES

## Habilitative Supports

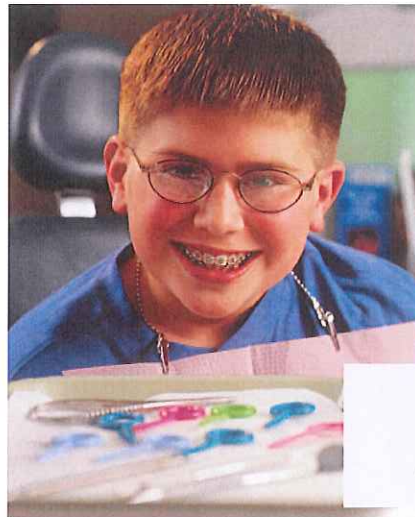
**Habilitative Supports** provides assistance to children with a disability by facilitating independence and integration into the community. This service provides children an opportunity to explore their interests, improve their skills through community participation and integration, and provides opportunities to practice skills learned in other therapeutic and natural environments.

The child learns through interactions in typical community activities and peer modeling.

Integration into the community enables participants to expand their skills related to activities of daily living and reinforces skills to achieve or maintain mobility, sensory-motor, communication, socialization, personal care, and relationship building, and participation in leisure and community activities.

### Habilitative Supports must:

- Have integration into the community as an identified goal on the plan of service,
- Not supplant services provided in school or therapy, or supplant the role of the primary caregiver, and
- Ensure the child is involved in age-appropriate activities and is engaging with typical peers according to the ability of the child.



*"Respite gives Mom and Dad a chance to take a needed break..."*

**Group ratio:** a minimum of one qualified staff to every three children.

Staff to child ratio shall be adjusted according to the number of children in the group with significant functional impairments or behavioral issues.

### Provider Qualifications:

- Be at least eighteen years of age,
- Be a high school graduate (or GED),
- Have six months supervised experience working with children with developmental disabilities, and
- Completion of a competency coursework.

## Family Education

**Family Education** is assistance to families to help them better meet the needs of their child.

Family Education offers education to the parent or legal guardian that is specific to the individual needs of the family and child as identified on the plan of service.

Family Education is delivered to families by a professional to provide an orientation to developmental disabilities and to educate

families on generalized strategies for behavioral modification and intervention techniques specific to their child's diagnoses.

It may also provide assistance to the parent or legal guardian in educating other unpaid caregivers regarding the needs of their child.

**Group Ratio:** Maximum of 5 families per class.

### Provider Qualifications:

- Bachelor's degree in a human service field from a nationally accredited university or college,
- One year experience providing care to children with developmental disabilities, and
- Completion of a competency coursework.



# WAIVER SERVICES

## Habilitative Intervention

**Habilitative Intervention** services are provided to improve a child's adaptive skills and discourage problem behavior.

Intervention services are outcome-based, therapeutic services delivered by a professional. Services include individual or group behavioral interventions and skill development activities.

Habilitative Intervention must be based upon well-known and widely regarded principles of evidence-based treatment (EBT).

EBT refers to the use of mental and behavioral health interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems.

**Habilitative Intervention is used to:**

**Diminish Maladaptive Behaviors.** When goals to address maladaptive behavior are identified on the plan, the intervention must include the development of replacement behavior rather than merely the elimination or suppression of maladaptive behavior that interferes with the child's overall general development, community, and social participation.

**Develop Adaptive Skills.** When goals to address skill development are identified on the plan of service, the intervention must provide for the acquisition of skills that are functional.

**Settings:** Child's home, community setting, or center-based.

**Group Ratio:** a minimum of one qualified staff for every three children.

Staff to child ratio shall be adjusted according to the number of children in the group with significant functional impairments or behavioral issues.

When group intervention is community-based, the child must be integrated in the community in a natural setting with typically developing peers.

Group intervention must be directly related to meeting the needs of the child, and be identified as an objective in accordance with a plan goal.

## Family Training

**Family Training** is 'one-on-one' instruction by a professional to families on the intervention techniques as outlined in the plan of service.

Family Training must be provided to the child's parent or legal guardian when the child is present.

The parent or legal guardian of the child is required to participate in Family Training when the child is receiving Habilitative Intervention.

The following applies for each waiver program:

**Children's DD Waiver:**

The amount, duration and frequency of the training must be determined by the family centered planning team and the parent or legal guardian, and must be listed as a service on the plan.

**Act Early Waiver:**

The parent or legal guardian will be required to be present and actively participate during the intervention service session for at least twenty percent (20%) of the intervention time provided to the child.

## Interdisciplinary Training

**Interdisciplinary Training** is professional instruction to the direct service provider during provision of a support or intervention service. Interdisciplinary Training is provided to assist the direct provider in meeting the needs of the child.

**Interdisciplinary training includes:**

- Health and medication monitoring

- Positioning and transfer
- Intervention techniques
- Positive Behavior Support
- Use of equipment

**Limitations:**

Child must be present when Interdisciplinary Training is provided to

the direct service provider. Interdisciplinary Training between a Habilitative Interventionist and a Therapeutic Consultant is not a reimbursable service.

Interdisciplinary Training between employees of the same discipline is not a reimbursable service.

# WAIVER SERVICES

## Therapeutic Consultation

**Therapeutic consultation** is provided when a child receiving Habilitative Intervention has been assessed as requiring a more advanced level of training and assistance based on the child's complex needs. A child requires therapeutic consultation when interventions are not demonstrating outcomes and it is anticipated that a crisis event may occur without the consultation service.

The Therapeutic Consultant assists the Habilitative Interventionist by:

- Developing and overseeing the implementation of a positive behavior support plan,

- Performing advanced assessments,
- Monitoring the progress and coordinating the implementation of the plan across environments, and
- Providing consultation to other service providers and families.

### Limitations

- Cannot be provided as a direct intervention service.
- A child must be receiving Habilitative Intervention services prior to accessing Therapeutic Consultation, with the exception of crisis situations.
- Limited to 18 hours per year per child.



*Research shows that family training makes an amazing difference in the rate of progress in therapy..."*

## Crisis Intervention

**Crisis Intervention** services provide direct consultation and clinical evaluation of children who are currently experiencing or may be expected to experience a psychological, behavioral, or emotional crisis.

This service may provide training and staff development related to the needs of a child, and also provides emergency back-up involving the direct support of the child in crisis.

### Limitations:

- **Crisis intervention services** can be provided in the home or other placement authorized by the Department on a short-term basis typically not to exceed 30 days.
- Out-of-home placement cannot exceed 14 days.

**Crisis:** An unanticipated event, circumstance, or life situation that places a child at risk of at least one of the following:

- Hospitalization;
- Loss of housing;
- Loss of employment;
- Incarceration; or
- Physical harm to self or others, including family altercation or psychiatric relapse.